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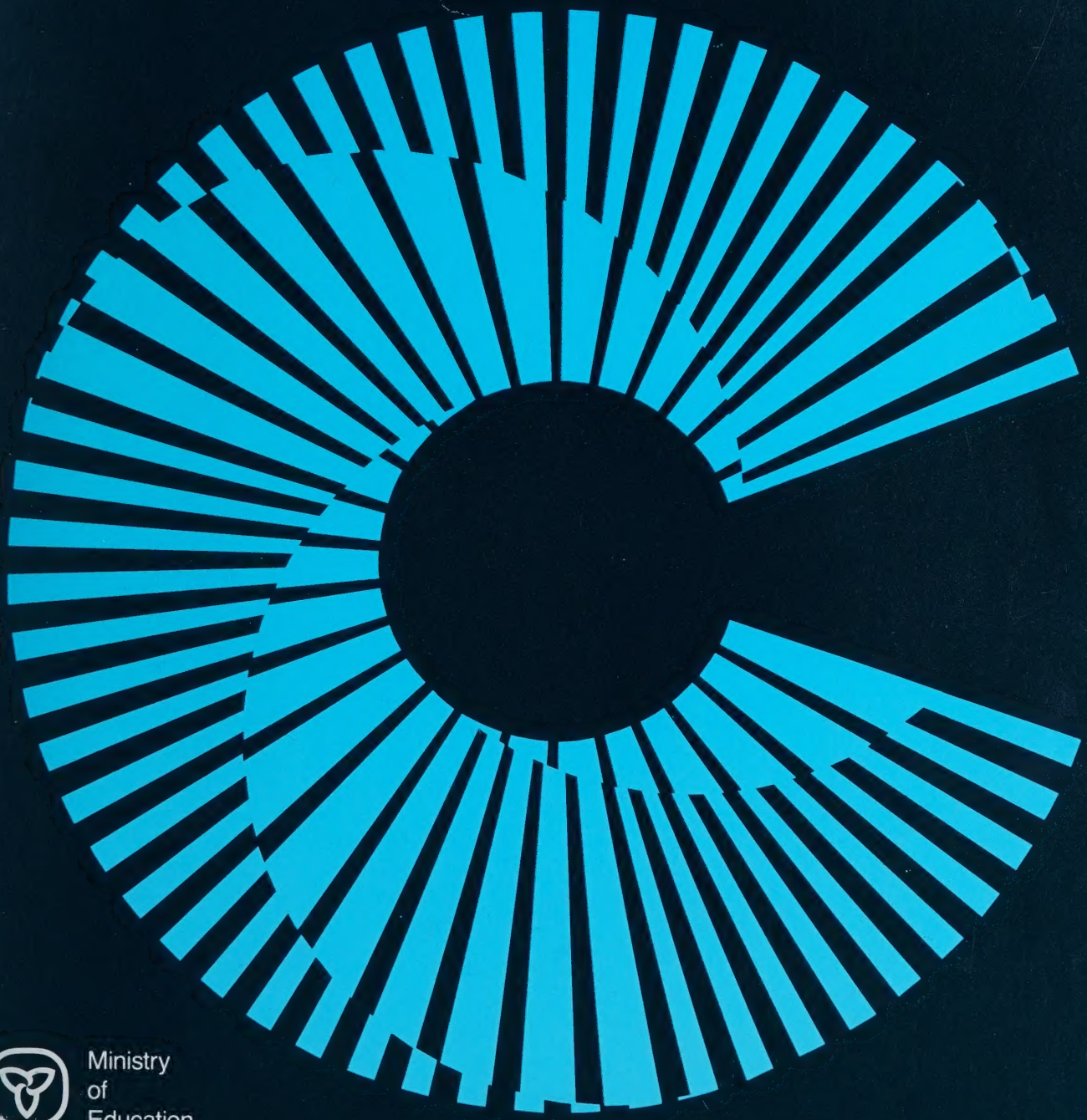
Co-operative Education

Policies and Procedures for Ontario Secondary Schools

1989



Ministry of Education
Ontario

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Preface

This document contains the policies of the Ministry of Education regarding the development and implementation of credit courses delivered through the co-operative education mode in Ontario secondary schools. It represents the third stage in the development of the Ministry of Education's guidelines for this area. While the first two stages – "The Co-operative Utilization of Community Resources for Diploma Credit Courses" (supplement to *Circular H.S.1, 1977–78*) and subsection 5.11 of OSIS* – tended to emphasize implementation and to encourage program development and expansion, this document also focuses on the importance of the quality of program delivery.

Co-operative education has helped to create new partnerships among business and industry, labour, government, and education. These partnerships must continue to be strengthened if the educational value and the integrity of the co-operative education credit is to be maintained.

The early successes in co-operative education should encourage educators to expand co-operative education into all areas of the secondary school curriculum and to think creatively about future possibilities in this area. Educators should consider such areas as the following: satellite campuses in business and industry, year-round co-operative education ventures, co-operative teacher internships, simulated entrepreneurship experiences, articulation guidelines between secondary and postsecondary co-operative education programs, and integrated work experiences for all students in secondary schools.

Co-operative education is a different and exciting form of education, which can assist all students as they prepare to participate in the global economy of the future. It requires a sense of daring and a break with tradition. In the process of ensuring the quality and integrity of program delivery, educators must continually strive for creativity, innovation, and change so that they can assist our students in career education and in their transition to postsecondary employment and further education.

* Ontario, Ministry of Education, *Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements* (Toronto: Ministry of Education, Ontario, 1984).

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Introduction

Co-operative education is an experiential mode of learning, delivered under Ministry of Education subject guidelines, that integrates academic study and classroom theory with experiences at the work site. Students are placed in training stations where they are provided with challenging responsibilities and learn by doing. In this way learning and experience are combined in an educationally beneficial way.

Co-operative education is a partnership among education, business, industry, and labour that usually involves students, teachers, parents, employers, and employee supervisors. Joint planning by these individuals is required to ensure a systematic progression for career exploration, career planning, and experiential learning.

Students are selected through a counselling and interviewing process conducted by co-operative education teachers, guidance counsellors, and administrators. Prior to their placement in the workplace, they attend structured orientation and placement sessions and are provided with individualized training plans. These plans are prepared by teachers in association with training-station supervisors and describe the knowledge, skills, attitudes, and values that students will have the opportunity to acquire from their workplace experience.

Co-operative education teachers monitor and evaluate their students' out-of-school activities. As well, students share and analyse their work experiences with their teachers and peers in structured classroom activities. In this way co-operative education provides students with opportunities to enhance and enrich their academic experiences.

Co-operative education assists students bound for university or college and students entering the workplace in making career decisions as well as in developing knowledge, skills, and attitudes essential in today's society. Students studying at all levels of difficulty can benefit from co-operative education experiences. Although most credits offered in the co-operative education mode will be delivered in the Senior Division, it is also possible, in special situations, for Grade 9 and 10 students to earn credits in this way. Such situations require consultation among community employers and supervisors, parents or guardians, and school personnel with regard to the skill and maturity level of student participants.

All forms of experiential learning are valuable and should be encouraged. They can maximize students' growth and development and can provide them with a good preparation for a co-operative education experience if they are organized in a sequential fashion that complements career-development needs. Credits earned in the co-operative education mode may be the culmination of a series of experiential learning opportunities that include job shadowing, job observation, job twinning, mentorship, and work-experience programs. The table on page 4 outlines the typical modes of experiential learning that may lead to co-operative education.

Typical Experiential-Learning Modes That May Lead to Co-operative Education

Experiential Mode	Usual Time Frame	Additional Credits Awarded	Suggested Division
Job shadowing	1 day	none	Intermediate
Job twinning	1-2 days	none	Intermediate
Job observation	1 week maximum	none	Intermediate
Work experience	1-2 weeks in semestered schools; 1-4 weeks in non-semestered schools	none	Intermediate/ Senior
Mentorship	variable	none	Intermediate/ Senior
Co-operative education*	1 full term; full year/ semester	yes	Senior

* See the subsections entitled "Compulsory Credits and Co-operative Education" and "Ontario Academic Credits and Co-operative Education" on page 18.

Program Components and Procedures

Precourse Counselling and Interviewing

Each school must establish procedures to determine whether individual students applying for a co-operative education experience have the necessary educational background and maturity. A structured interview between the teacher and each potential student is an essential part of such procedures and must be conducted prior to the start of a course. Close liaison must also be maintained with the guidance department, the school administration, and parents (for students under eighteen) to ensure that students have co-operative education experiences appropriate to their educational or career goals.

Precourse counselling and interviewing procedures are critical to the appropriate matching of students of both English-language and French-language instructional units to placements, and these procedures must be adhered to even when a school has sufficient training stations to accommodate all of its students. Once a student has completed the precourse counselling and interviewing process and has been accepted into a course offered through the co-operative education mode, the student must be guaranteed a placement. Appropriate matching of students of both English-language and French-language instructional units to placements must take into account the language to be used in the workplace.

Preplacement Orientation of Students

All co-operative education students must receive an appropriate preplacement orientation prior to their placement as part of either the in-school or out-of-school component of the course. The time allotted for such preplacement orientation shall be a minimum of twenty hours and shall include instruction in self-assessment skills and job-readiness skills (application and résumé writing and interview skills), as well as information related to health and safety, labour unions, confidentiality, ethics, and school and workplace expectations. (See the Ministry of Education publication *Work and Employability Skills Program* [Toronto: Ministry of Education, Ontario, 1982] for further information.) Other topics related to the workplace can be addressed after the placement has begun (see the subsection entitled "Integration" on page 11). For students of French-language instructional units, preplacement orientation must include school and workplace expectations regarding the use of French at the work station.

When the placement process is initiated in the semester prior to placement, students may have their mandatory employer interview at that time. However, such interviews must not be scheduled before students have received formal instruction in the required job-readiness skills (application and résumé writing and interview skills). If necessary, the

preplacement orientation time may be split so that students are prepared for these interviews.

Students who have already earned credits in the co-operative education mode should still be required to prepare for new placements through the preplacement orientation sessions. However, teachers must adapt the content of these sessions to meet the needs and to draw on the expertise of these students. The reinforcement of job-readiness skills in this way is particularly valuable for students applying for full-time employment or for limited enrolment programs at postsecondary institutions.

The teacher assigned to co-operative education should be involved in the preplacement orientation unit. The most effective means of delivering this unit is in a group setting. Team teaching that involves guidance counsellors, community resource personnel, and other staff is strongly encouraged.

At the end of the preplacement orientation unit, students must be provided with the opportunity to apply their knowledge, skills, and attitudes in structured interviews with their prospective work-station supervisors. All co-operative education students must experience such interviews, which will help them prepare for the job-application and interview process in today's labour market. Depending on students' educational or career goals, it may be beneficial to provide several interview experiences. Employers should be asked to provide students with written or oral feedback after the interview as part of the learning experience. Students of French-language instructional units should be provided with opportunities to be interviewed in French.

A structured interview provides the employer and the student with an appropriate forum for initiating a successful experience. If unsuccessful in the initial interview(s), a student should be provided with feedback, further training, and additional interview experiences. It is expected that each student will submit a personal résumé for each of these interviews. Students of French-language instructional units should learn to prepare such résumés in English as well as in French.

Health and Safety

Co-operative education students must receive health and safety instruction as part of the preplacement orientation section of the course. This should include special instruction on safe practices, safety equipment, the applicability and provisions of the Occupational Health and Safety Act, the coverage provided by the Workers' Compensation Act, the procedures for injury claims, and the procedures for reporting unsafe practices.

If a teacher or a student becomes aware of a safety or health hazard at any time during the work placement, the hazardous situation must be resolved or the student must be removed from the training station. The teacher should discuss the hazardous situation with the head of the organizational unit in which the credits are being awarded and with the principal before the student is removed from the training station.

Workers' Compensation Act Coverage

Workers' Compensation Act coverage for co-operative education students is outlined in detail in the ministry's Policy/Program Memorandum No. 76A ("Workers' Compensation Coverage for Students in Work Education Programs", April 23, 1987). The hours accumulated by co-operative education students placed at training stations, other than as teacher aides, must be reported to the ministry on a calendar-year basis.

Adjustments are sometimes necessary to a student's hours as stated on the work-

education-agreement form. When this occurs, a note should be appended to the work-education agreement to ensure Workers' Compensation Act coverage for the student. This note should be signed by the student, his or her parent or guardian if the student is under eighteen years of age, and the employer. It is the responsibility of the student to inform his or her teacher and parent or guardian before remaining at the placement for this unscheduled time.

The Ministry of Education work-education-agreement form must be used for all co-operative education students. While it is acceptable to add information to the form, no modifications may be made to the existing information on the form.

School officials, with the assistance of co-operating company officials, must ensure that proper Workers' Compensation procedures and requirements are adhered to, both prior to and during placements and in the event of an accident. Teachers must follow Workers' Compensation and school board procedures when reporting accidents.

Labour Education

Since labour unions play a significant role in the working world, students should be made aware of this role and of labour legislation through pre-employment preparation and ongoing integration sessions. Teachers are encouraged to use local labour representatives in the presentation of this topic. In the case of French-language programs, it is expected that these representatives would address students in French.

When students are placed in a unionized setting, they should be provided with an orientation to the union and should spend time with the union representative. As a part of their policies and procedures school boards should also include a statement regarding a student's activities in the event of a strike or lockout.

Generic and Individualized Training Plans

Every co-operative education student must have an individualized training plan that identifies the work skills and learning objectives to be pursued at the training station and how they relate to the in-school curriculum. In French-language instructional units, all training plans, except for Anglais/English courses, must be prepared in French and may be translated into English. The development of training plans is a three-step process involving the teacher, the employer, and the student.

The first step is the preparation of the generic training plan, which must be completed prior to the student's placement. The generic plan is a comprehensive outline of the experiential learning objectives, based on a specific course in a ministry guideline and a master checklist of the tasks that a student may perform at the training station. Sample plans have been developed in many different subject areas, and examples can be found in the co-operative education resource document.

The second step is the development of the student's individualized training plan, which must be completed within the first two weeks of the placement. It is evolved from the generic training plan and identifies the learning objectives that the particular student will achieve and the tasks he or she will perform at a specific training station. The plan should reflect the student's academic background and the difficulty and scope of the tasks assigned.

The third step involves making alterations, if necessary, to the individualized training plan as the placement is in progress, in order to provide appropriate challenges for the student.

Thus the individualized training plan will evolve as the student progresses in the placement.

Since students must be gaining experience directly related to the subject areas in which they are earning credits, teachers holding qualifications in the subject areas under study must be involved in developing the generic and individualized training plans, identifying the learning objectives for the out-of-school component, and approving the learning strategies planned to achieve them. The teachers assigned to co-operative education must work co-operatively with other teachers and training-station supervisors in planning student learning and orienting students to the training station. Students should also be involved in this process.

When a student is earning out-of-school credits in more than one subject area, an individualized training plan must be developed to show the learning objectives that relate to *each* subject area.

In addition to the standard student and employer information, the individualized training plan must include the following:

- the name of the Ministry of Education guideline on which the course is based
- the course's code for credit purposes
- the grade and level of difficulty at which the course is offered
- the credit value of the course
- the out-of-school objectives of the course
- the evaluation practices that will be followed
- the tasks to be completed and the suggested time allotments

The student, the student's direct supervisor, the monitoring teacher, and, whenever possible, the teacher of the in-school component must all have copies of students' training plans, since they are the courses of study for the out-of-school components and the basis for evaluation.

As in the case of in-school courses of study, individualized training plans shall be retained in the school as outlined in OSIS. These training plans shall be available at the school for parents to examine.

Placement

Prior to a student's placement, the teacher obtaining the placement should assess the following: the employer's and supervisor's attitude towards co-operative education, the range and scope of the experiences available, the equipment and facilities in the workplace, the learning potential and safety of the placement, the current employment practices of the organization involved, and the possibility for students of French-language instructional units to work in the French language.

The out-of-school component in co-operative education is designed to enhance the educational experience of the students involved. It is expected that the out-of-school component will provide students of French-language units with the opportunity to use the language that served for the in-school program. The out-of-school component should allow all students to develop work-related and problem-solving skills; to acquire knowledge, skills, and attitudes related to the in-school course; and to gain self-confidence and maturity in an adult environment, away from the day-to-day adolescent environment of the home school. Care must be taken to provide a suitable environment in which this can happen. For this reason the placement site will normally be outside the student's home school and in most cases in a new environment in which the

student has not experienced previous training or part-time work.

Full advantage should be taken of the resources available in the community. Co-operative education experiences that involve placements in the school store or participation in school dramatic presentations, the student council, the business practice office, part-time jobs, Junior Achievement, a school or community athletic team, the school yearbook, secretarial work for the school teaching staff, or similar activities are not acceptable. While participation in Junior Achievement or a part-time job can be an excellent preparation for co-operative education, these experiences do not meet the criteria for credits delivered through the co-operative education mode.

If an educational placement is required, the teacher must make every effort to obtain this placement outside the home school. However, there are some situations in which the home school provides experiences that cannot be duplicated anywhere else in the immediate community. For example, it may be necessary to place students in the home school in remote areas, or to meet the needs of exceptional students, or where it is deemed that a student's maturity or skill level is not yet acceptable for a community placement, or in a day-care facility located within the home school. In all these special situations where it is necessary to place a student in the home school, two different individuals must assume the roles of the teacher monitor and the employer supervisor.

The practice of allowing students to arrange their own placements is discouraged. Exceptions may be considered in special circumstances, such as where apprenticeship or similar training for permanent employment is being offered. Students may be given approval for placement in a company where they currently have a salaried job provided that there is a clear distinction between the tasks in the individualized training plan and the duties of the paid position. This is an area that has a high potential for abuse.

It is likely that a number of students might be placed in a variety of different departments in a large company or organization. Every effort should be made to ensure that the quality of learning, skills development, and growth in maturity of the student are not impeded by the overloading of a single training station with several students. Quality placements and maximum learning opportunities tend to exist where no more than one student is placed with one training-station supervisor at any one time.

Co-operative education experiences should provide students with sufficient time and opportunity in any one specific placement for satisfactory skill development, career decision making, and personal growth. The out-of-school time should be planned in at least half-day segments wherever possible.

The length of time that a student spends at a training station will have a significant impact on the quality of the co-operative education experience and the learning opportunities provided by the employer. In deciding how long a student should remain in one training station, the following should be taken into account:

- the level of sophistication of the tasks and the training time required
- the time required for students to assimilate the skills necessary for competency at the training station
- students' physical and emotional needs (particularly those of underachievers and of students lacking in self-confidence)
- the extent to which the work station meets the language requirements of the program for students of French-language instructional units

The decision regarding the exact number of training stations in which a student should be placed during any one course offered through the co-operative education mode should be made locally. The major factors affecting this decision include the variety of training stations available, the breadth and depth of experience available, the in-school component of the course, and the language used at the work station in the case of students of French-language instructional units. The training-station experience must be long enough to permit the student to meet the objectives of the out-of-school component of the course.

Students should be encouraged to experience a different training organization with each course that they take through the co-operative education mode of delivery. If they are placed in the same training station more than once, there must be a different individualized training plan for each placement.

School and Employer Responsibilities

Co-operative education is a partnership that imposes responsibilities on both school staff and employers. School staff are responsible for the following:

- program planning
- student selection
- the preparation of students for placement with an employer
- the organization and administration of the program
- the provision of safety instruction and insurance coverage
- helping students arrange transportation to and from the workplace
- monitoring students' training and evaluating their performance

Employers are responsible for the following:

- providing a safe working environment
- providing a working environment that focuses on learning and training
- helping design students' individualized training plans
- discussing students' training plans and developing work schedules with teachers
- sharing expertise with students
- directing and guiding students' learning through on-site supervision
- assessing students' progress jointly with teachers

Teachers must inform employers and supervisors of the expectations and responsibilities of this partnership prior to student placement.

Monitoring

Monitoring involves careful, critical observation of students' activities and discussions and consultations with both students and supervisors at the training stations. This is supported by detailed, anecdotal, dated records of monitoring activities, which are kept as part of the students' record of achievement. (See "Student Records" on page 12.)

Frequent monitoring at the training station is essential to provide students with a sense that they are still part of their home school. The ongoing development of a supportive relationship between the teacher and the student will greatly increase the student's chances for success and will greatly increase the credibility of the evaluative process in the eyes of the student and the employer. Students must be monitored through direct personal contact at the training station a minimum of once every forty hours, or once every three weeks,

or three times per out-of-school credit, whichever is the most appropriate to the school timetable. It may be necessary to monitor some students more frequently because of their special needs or because of the nature of the particular workplace.

The anecdotal, dated record of monitoring activities should include information on the student's progress, details of new learning and attitude changes that have been observed, individualized-training-plan updates, observations of the student's interaction with co-workers, and comments made by both the student and the supervisor. These documents must reflect the language used in the school program.

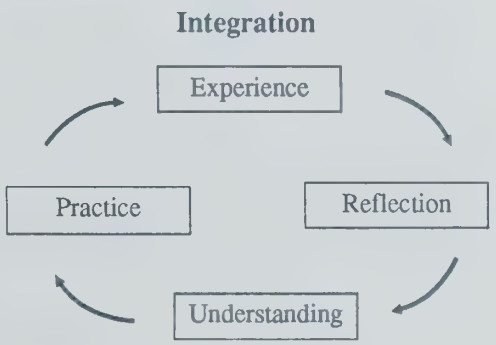
The monitoring process should encompass both the teacher's observation of the student's performance of tasks and a discussion of that performance that includes both the student and the training-station supervisor. It is necessary for the teacher to clarify with the student's training-station supervisor the supervisor's role in the monitoring process.

A teacher monitor should be knowledgeable in both the subject area under study and in co-operative education. When this is not the case, there must be regular consultation between the teacher assigned to monitor the out-of-school component and the subject teacher for the in-school component. In cases where credits are being awarded in a subject area in which the teacher monitor does not hold qualifications, the teacher in charge of the organizational unit for that subject area is responsible for the provision of appropriate assistance to the teacher monitor. This consultation must include the following: the identification of the learning objectives for the out-of-school component on the individualized training plan; the learning strategies, language of instruction, and evaluation methods to be used; the identification of any special student orientation that is required; and such other assistance as may be determined by the principal. In addition, the subject teacher should accompany the teacher monitor on at least two monitoring sessions.

The assignment of teacher monitors qualified in both co-operative education and the subject area in which the out-of-school credits are being awarded will ensure safety at the workplace, the integrity of the credit and the curriculum, and the quality of the individualized student training plan.

Integration

Structured activities with their peers that integrate classroom with on-site activities are vital to students' understanding of their experiences. At these times the classroom becomes a forum for reflecting on personal experiences, for subjecting personal perspectives to public discussion, for personal interaction, for building and testing hypotheses, for disciplined inquiry, and for setting learning objectives. The classroom also provides an opportunity for students to make sense out of their experiences, to put these experiences into broader perspectives, to reflect on and analyse their applications, and to internalize their learning. Reflective discussion is one technique that can be used in the integration process to encourage students to analyse, compare, and contrast their out-of- school experiences. Other techniques include seminar presentations and the keeping of logs, diaries, observation reports, and journals.



Integration activities are also designed to:

- reinforce job-skills theory;
- provide students with related career information;
- provide a forum for the discussion of problems;
- develop leadership skills;
- help prepare students to be productive members of society;
- allow students to examine the workplace critically (e.g., in terms of their rights and responsibilities as unpaid workers or paid employees);
- develop team-building skills;
- develop interpersonal skills;
- reinforce the skills, techniques, and principles learned at the training station;
- provide a necessary support group for students who are participating in a non-conventional school program;
- enable students to take an active role in managing their learning;
- help students approach and interpret subject content and concepts in the light of experience;
- assist students of French-language instructional units to understand the value of bilingualism in the public as well as the private sector of the economy.

Time must be provided for integration activities from the time allocated to either the in-school or out-of-school component of the course. Where the in-school component of the course is not offered concurrently with the out-of-school component or where all students are not taking the in-school component at the same time, it is essential that time from the out-of-school component be provided for regular integration activities. Employers should be informed well in advance of the times of such integration sessions.

A minimum of five hours of integration activities must be provided for each out-of-school credit. They must be interspersed throughout a student's co-operative education experience, and sufficient time must be provided at each session for appropriate student participation and reflection. The hours allocated to integration activities are in addition to the minimum twenty hours allocated to preplacement orientation.

Student Records

Teacher monitors, under the direction of the principal, are required to maintain records for each student in the language used in the program. While these records must be kept for a minimum of twelve months after the completion of the course, it may be beneficial to the student to maintain these records for a longer period of time.

The following records shall be maintained for each student in a co-operative education program:

- the work-education-agreement form
- the number of hours and times that the student will be at the training station (for Workers' Compensation Act purposes)
- the student's individualized training plan
- dated, anecdotal records of monitoring activities
- performance appraisals or evaluation forms
- weekly logs or records of activities
- a union memorandum of agreement where applicable

The following records may be part of the student's file:

- the student's application to the co-operative education program
- student references
- the local board's training-agreement form
- a brief outline of the preplacement orientation topics successfully completed by the student
- the student's self-evaluation

Teachers should be sensitive to the confidential nature of journals, which are students' personal reactions to the activities in which they are involved. These should either be kept by students or returned to them at the end of the co-operative education session. Records other than journals may be kept on file and may be made accessible to parents or guardians and students. However, such records may be used only to assist students in preparing for future educational and career endeavours.

Evaluation

The procedure for the evaluation of the achievement of co-operative education students must comply with the school's existing policy for the evaluation of the achievement of all students, including requirements regarding methods and frequency, and must be stated before the program begins.

While the student's performance at the training station must be evaluated by the teacher in conjunction with the on-site employer or supervisor, it is the teacher who is responsible for the student's final mark. This evaluation must consist of at least three formal, written performance appraisals per individualized training plan and should coincide with the school's regular reporting schedule (normally one formative evaluation in the first forty hours of placement plus a mid-term and final summative evaluation). The performance-appraisal form should include a rating scale and anecdotal comments by the employer. Bilingual forms are recommended where both the English and French languages may be involved. The remainder of the evaluation shall be based on the student's weekly logs and journals, tests, assignments, and pre-employment orientation, and on the teacher's observations and anecdotal monitoring reports.

Teachers should keep in mind the objectives of the course and the individualized training plan when evaluating a student's overall performance. Both formative and summative techniques should be used, and opportunities should be provided on the appraisal form for students to comment on their personal and skill development. Teachers should encourage employers to discuss their evaluation with students.

Overall program evaluation should be part of the continuous assessment of co-operative education. Students, employers, and parents should be given an opportunity to evaluate the course, including the training station and related classroom activities. In addition, the teacher should evaluate the training stations on a regular basis.

Recording of marks. *The Manual for the Common Course Code* (Toronto: Ministry of Education, Ontario, 1986) and the *Manual for the Ontario Student Transcript* (Toronto: Ministry of Education, Ontario, 1986) set out the procedures for recording marks for a course offered in the co-operative education mode. In-school and out-of-school marks and credit values are to be recorded separately. The common course code remains the same for both the in-school and the out-of-school components. The course title will include the designation "(Co-op Ed)" beside the subject title for the out-of-school component only.

In the following examples the in-school component is given first and is followed by the related out-of-school component:

BAC3A	Accounting	1.00 cr.
BAC3A	Accounting (Co-op Ed)	2.00 cr.
NGC4G	Guidance	1.00 cr.
NGC4G	Guidance (Co-op Ed)	2.00 cr.

The credit and achievement columns in the Ontario Student Transcript will show a separate allocation and mark for the out-of-school and in-school components of the program. The marks for the two components must be arrived at independently. (See the subsection entitled "Failure to Complete Successfully One of the Components" on page 19.)

Partial credits offered as part of a co-operative education package should be recorded as follows:

BBS or EBS4B	Business English	0.33 cr.
BBS or EBS4B	Business English (Co-op Ed)	0.67 cr.

Where the in-school and out-of-school teachers are not the same, there must be a close liaison between the two teachers in order to integrate the student's progress at the training station into his or her final evaluation.

Special Considerations

Exceptional Students

The ministry's image of the learner includes all students, and all students must have the opportunity to develop to their full potential so that they may participate in society with competence, integrity, and dignity. Co-operative education enables many students who have special learning needs to experience a variety of opportunities and to learn more about themselves and the world of work.

Exceptional students require learning experiences that correspond to their identified needs, abilities, interests, and personal goals. They may require extra time to grasp concepts and to assimilate new learning, or they may learn very quickly and seek opportunities to broaden the scope of their inquiry and knowledge. Thus the co-operative education teacher or monitor and the employer or supervisor may need to make appropriate adaptations to performance expectations, individualized training plans, and other course requirements and assessment techniques to accommodate these students.*

A carefully planned co-operative education program can provide gifted learners with an opportunity to develop their abilities and interests as completely as possible and to have their special needs and aspirations met.

While it is essential that educators involved in co-operative education make whatever adaptations are necessary to allow exceptional students to achieve their full potential, those adaptations must maintain the integrity of the overall program in accordance with the intent of this policy document. In determining the types of adaptation that should be made to a co-operative education experience for exceptional students, educators should consider the following:

- The employer or supervisor should be made aware of the student's area of exceptionality and special learning needs, if at all possible, well in advance of the commencement of the placement.
- The in-school component and the individualized training plan should be adapted to meet the student's needs.
- The teacher, the student, and the supervisor should discuss the objectives that are to be achieved.
- Strategies in both teaching and training-station supervision should be tailored to meet the particular needs of the exceptional student.
- Special care must be taken by both the teacher and the supervisor to ensure that all exceptional students are thoroughly familiar with, and able to implement, all safety precautions required by the placement.
- A variety of evaluation techniques should be considered.

* See Ontario, Ministry of Education/Ministry of Labour, *Bridges to Employment for Students With Disabilities* (Toronto: Ministry of Education/Ministry of Labour, Ontario, 1988), for further information.

– Where necessary, school boards should ensure that additional aids and resources are provided. The assistance of additional professional or paraprofessional staff and the use of specialized equipment or facilities may be required.

Board and learning-resource staff, teacher librarians, subject specialists, special education consultants, guidance counsellors, and the monitoring teacher should work together as a team to provide appropriate co-operative education experiences for exceptional students.

Sex Equity

The equal availability of all courses in schools to female and male students is a high priority of the Ministry of Education and of society in general. This policy has important implications for co-operative education. Educators must make a special effort to find ways of removing barriers to in-school studies and out-of-school placements that have traditionally been considered the domain of men or of women. Every effort should be made to stimulate the participation of both female and male students in non-traditional occupational areas. Teachers should also be sensitive to the needs of both sexes when preparing students for placement selection and when working with community employers and supervisors in co-operative education programs.

Race and Ethnocultural Equity

All students participating in co-operative education must receive equal encouragement and support without regard to race, ethnicity, or faith. A co-operative education program must avoid stereotyping and job typecasting.

Various studies and reports in Ontario suggest that racial minorities may face employment barriers. In planning co-operative education programs, teachers should choose strategies to help remove these barriers for students from minority groups. Resources that provide strategies for dealing with multicultural and multiracial issues should be considered in program planning, preplacement orientation, and integration activities.

Adult Students

The participation of adult learners in co-operative education courses should be encouraged. Whether they are enrolled in classes composed exclusively of adults or in situations where they are integrated with adolescent students, the participation of adult learners in co-operative education has significant benefits for all involved.

In designing co-operative education experiences for adults, teachers need to recognize the principles of adult learning theory, which suggests that adults tend to be self-directed and responsible. Thus it may be necessary to make some adaptations in a co-operative education experience planned for adults, as long as they remain within the guidelines established in this document.

French-Language Instructional Units

It is the role of French-language schools to increase students' proficiency in both French and English, but in French primarily. Thus French-language schools must give special consideration to language in all co-operative education activities. Moreover, despite regional differences and because of the fact that most Ontario communities provide few opportunities to use French in actual situations, out-of-school programs such as co-operative education, as well as in-school studies, must provide conditions in which students can effectively use their language for learning.

Program Management and Administration

Number of Hours

A course offered in the co-operative education mode must be designed so that its in-school component forms at least one-third and not more than one-half of the total number of credit hours for the course. The total number of hours required for the course credit(s), including both the in-school and out-of-school components, should be the same as for any course credit(s) delivered entirely in school. (See the subsection entitled "The Awarding of Credits".)

Students must complete the full term outlined in their work-education agreement. The completion date of this agreement should coincide with the completion date of other school courses.

Attendance

The school board's attendance-policy statement for students, relating to both the in-school and out-of-school components, must be communicated to all concerned.

When a student withdraws from the in-school component, he or she must automatically be withdrawn from the out-of-school component. However, if a student withdraws from the out-of-school component, he or she may remain, at the principal's discretion, in the in-school component unless the subject guideline prevents this practice. This policy should be clearly stated to students before they commence their course.

Grade/Level

Students working at all levels of difficulty should be encouraged to participate in co-operative education. However, it should be recognized that co-operative education requires a certain skill and maturity level, and, therefore, admission to co-operative education is generally restricted to students earning credits in the Senior Division. In special situations when it is deemed to be in the best interest of the students involved, students taking courses in Grades 9 and 10 may be allowed to participate in co-operative education.

It should be recognized that other forms of experiential learning (e.g., work experience, job shadowing, job observation) may be more appropriate for students whose skill and maturity levels are not sufficiently developed for a co-operative education experience (see pages 3-4). Participation in such activities should be encouraged.

The Awarding of Credits

Balanced program. Although individual subject guidelines may restrict the number of credits that can be earned through the co-operative education mode, there is no formal

restriction on the total number of credits that may be earned. Principals and guidance staff should ensure that students maintain a reasonable balance between courses offered in the co-operative education mode and those that are not.

Fractional credits. Fractional credits may be granted, providing that at least one-third of the total credit value is assigned to the in-school component. However, courses of more than one credit are highly desirable in order to provide students with sufficient learning time at their work placements. The packaged co-operative education program that combines fractional credits from more than one course is more effective than fractional credits that are offered in the co-operative education mode on their own. (See "Packaging Co-operative Education Credits" on this page and "Summer School Co-operative Education Programs" on page 21.)

Compulsory Credits and Co-operative Education

Compulsory credit courses may be offered through the co-operative education mode of delivery. Any restrictions regarding co-operative education are outlined in each subject guideline.

Ontario Academic Credits and Co-operative Education

Ontario Academic Courses (OACs) may not be delivered through the co-operative education mode. It is acceptable, however, to utilize an OAC in-school curriculum to design a relevant individualized training plan. In cases where the in-school component is based on an OAC, the out-of-school component must be recorded on the Ontario Student Transcript with a code that represents the nearest related Senior Division course successfully completed. The link with the Senior Division course is for coding purposes only, and the fact that the course may not have been completed within the previous school year does not matter in this case.

Packaging Co-operative Education Credits

OSIS outlines the criteria for offering school-related packages. Packaged programs should allow students in co-operative education to earn the same number of credits that they would earn if they were enrolled in a full credit program in a conventional school setting.

It is acceptable for co-operative education students to earn out-of-school credits in more than one subject area at the same placement during the same school year or semester. However, for each subject a separate training plan that clearly outlines the learning activities for that particular subject must be developed. A close liaison among all of the teachers involved is also essential to prevent duplication.

OSIS states that "when a student has gained a minimum of eight credits in either business studies or technological studies, the transcript shall reflect this concentration of courses" (OSIS, subsection 4.14) as an endorsement on the OSSD. Courses delivered in the co-operative education mode count towards this concentration provided that they meet the requirements of the relevant Ministry of Education guideline.

Failure to Complete Successfully One of the Components

If a co-operative education student is successful in the in-school component but unsuccessful in the out-of-school component of a course, he or she is awarded the in-school credit only. If a student successfully completes the out-of-school component of a course but is unsuccessful in the in-school component, he or she is awarded the out-of-school credit(s) only. This applies only to a student who remains registered and in attendance in the concurrent in-school component until the completion of the course.

Program Supervision

Principals should be aware that courses in the co-operative education mode make considerable demands on a teacher's time. The delivery of a high-quality co-operative education experience requires that a principal, in planning staffing allocations, give careful consideration to teachers' qualifications and to the time required to organize, supervise, and evaluate the credits that are part of the out-of-school mode of delivery.

The following is a chronological list of the tasks required of teachers involved in co-operative education:

- the marketing of co-operative education programs to students, staff, parents, and potential employers in the school and local community
- the precourse counselling and interviewing of all students who apply
- the identification and securing of training stations
- preplacement orientation (a minimum of twenty hours)
- student placement
- the development of generic and individualized training plans
- the regular monitoring of the student at the training station (at least three times per out-of-school credit, every forty hours, or every three weeks)
- regular consultation with employers and supervisors, employees, and other teachers where appropriate
- the evaluation of student performance, as well as training station, course, and program evaluation
- the organizing and conducting of regular integration activities (a minimum of five hours per out-of-school credit)
- the administration and management of the day-to-day organizational details associated with co-operative education (including regular reporting to the school administration)

These tasks need to be accommodated in the teachers' timetables to ensure the quality of students' learning experiences. Consideration should also be given to the many clerical tasks associated with the delivery of co-operative education. In French-language instructional units it is expected that the tasks listed above will be performed in French in order to support the school's mission with respect to language.

In determining class sizes in co-operative education, principals will consider the expectations set out in this policy document as well as any local school board policies associated with co-operative education. Provincial experience has indicated that a smaller class size is required where exceptional students with physical or learning disabilities are involved.

Principals should make every effort to encourage the growth of subject-based co-operative education courses and the involvement of staff across the school curriculum.

Principals should encourage teachers appointed to positions of responsibility in co-operative education to obtain specialist qualifications in co-operative education.

Role of non-teaching personnel. Personnel who do not hold teaching qualifications can provide valuable assistance to professional co-operative education staff. While these individuals may recruit new placements and provide other administrative assistance, they cannot place students, develop generic training plans, develop individualized training plans, or monitor or evaluate students.

Relating Credits Back to Credits Earned Previously

Ideally, co-operative education students should take their in-school component concurrently with their out-of-school component. When this is not possible, a student must have successfully completed the in-school component before being placed in the out-of-school component and no earlier than the previous school year, except where Ontario Academic Course content is involved. (See "Ontario Academic Credits and Co-operative Education" on page18.)

Students may also relate an out-of-school component to credit courses that they have successfully completed through continuing education (night school or summer school) or the Independent Learning Centre.

Students who have successfully completed the in-school component must participate in the current integration sessions.

Remuneration

It is essential that the emphasis in co-operative education programs be placed on learning and that these programs be differentiated from part-time jobs. For this reason it is not generally acceptable for co-operative education students to receive hourly wages or a salary for hours spent in the out-of-school component. Their reward takes the form of understandings acquired, skills learned, working habits developed, and experience gained. While students might be very productive, their productivity serves specified educational purposes through stated learning objectives.

Local school boards may, however, determine that it is appropriate for some students, in special circumstances (e.g., School Workplace Apprenticeship Program [SWAP]), to receive remuneration. It should be recognized that payment for co-operative education experiences will occur only after a careful consideration of program goals, course learning objectives, the impact on other co-operative education programs within the board and adjacent boards, and input from organized labour, advisory committees, and other relevant groups has taken place. Where students involved in co-operative education receive some remuneration, teachers should recognize the potential danger of losing control of the program to the employer. It is essential that the school maintain control over the direction of the learning activities at the work site.

While payment for work during co-operative education credit hours is discouraged, students are permitted to receive an expense allowance from their co-operative education employer or school board.

If students stay at their placement beyond the hours of the daily work-education agreement, they may be hired as employees and paid.

Such an arrangement must be completed by the student and the employer and shall not involve the school or the teacher.

The Workers' Compensation Act coverage arranged through the Ministry of Education will apply only to the hours stated on the work-education agreement and does not apply when a student receives an hourly wage or a salary. Students who, in special circumstances, receive an hourly wage or salary must be covered by the employer for Workers' Compensation coverage.

Additional Costs

Participation in some out-of-school components may result in additional costs to students or parents. Students should not be denied access to co-operative education because of their inability to meet these expenses. Thus every effort should be made to provide assistance to students whose financial circumstances make it difficult for them to participate in co-operative education.

Course-Calendar Descriptions

All courses that have a credit in the co-operative education mode attached must be based on an approved Ministry of Education guideline or be ministry-approved and must follow the policies established by the local school board. The description of such courses in the school calendar must clearly indicate in *each* instance the content, evaluation procedures, and duration of both the in-school and the out-of-school components.

Advisory Committees

Advisory committees can play an important role in establishing and maintaining the links between the school and the community that are required for the success of co-operative education. While their formation is not mandatory, it is recommended that, when formed, advisory committees include community groups, parents, employers, representatives of labour, co-operative education co-ordinators, teachers, teachers' federation representatives, and students. Committee members should be involved both in the planning, design, and review of the out-of-school component and in the integration activities. Committee members should ensure that appropriate communication is established among all parties concerned.

Advisory committees may be very helpful in identifying and securing placements for students, especially students of French-language instructional units. This purpose should be kept in mind when deciding the composition of these committees. Advisory committees might also examine the general provisions stated in this policy document and make specific recommendations to school boards concerning other provisions that should be considered in the local implementation of co-operative education.

In some cases where board-based advisory committees are not deemed to be appropriate, consideration should be given to establishing subject-based or school-based advisory committees.

Summer School Co-operative Education Programs

Summer school co-operative education programs must meet the same criteria as programs offered during the regular school year. It is also essential that a summer job be differentiated from a co-operative education experience and that the emphasis in the latter be placed on the learning objectives rather

than solely on the acquisition of job-related skills. As is the case in regular-school-year programs, remuneration is discouraged.

The in-school and out-of-school components should be offered concurrently. The same amount of time for preplacement preparation (twenty hours) and for integration activities (five hours per credit) must be included as in a regular-school-year program.

Programs in which the in-school component is taken during the regular school year and the out-of-school component is taken during summer school will require special prior approval from the appropriate regional office of the Ministry of Education. School boards require this approval in order to be eligible to receive student grants assistance in that year. In such cases a proposal must be submitted in which the following are outlined:

- the reason that the in-school and out-of-school components have not been scheduled concurrently
- the objectives of the program
- the grade and level of the program and the number of students to be involved in it
- the areas of study
- the number of credits involved
- the hours to be spent in the workplace
- student-selection procedures
- the hours and content of the preplacement orientation
- the hours to be scheduled for integration activities
- the evaluation criteria and the frequency of monitoring at the training station
- the language of the in-school and out-of-school components

The training station must be arranged and the generic training plan prepared before the commencement of the out-of-school component, and both must be related to the in-school component. An individualized training plan must be developed by the end of the first week. Further information on summer school course-approval deadlines is available from the regional offices of the Ministry of Education.

Co-ordination of Co-operative Education Programs

Every school board must establish procedures and policies related to implementation, preplacement orientation, placement, monitoring, integration, evaluation, and other administrative tasks that are related to the efficient management of co-operative education. These policies and procedures must be established within the framework of this policy document and should reflect the specific needs and circumstances for program delivery within the local school board.

Where a school operates several courses using the co-operative education mode, provision must be made for co-ordination of the courses within the school to ensure that policies and procedures will be consistent within both the school and the community. Similarly, where more than one school operates a co-operative education program within the same school board, provisions must be made for placement co-ordination and consistency in policies and procedures.

Where boards have a minority section, agreement between the language sections on co-operative education policies and procedures is essential for promotion and public relations.

In areas where more than one school board is operating co-operative education programs, the school boards involved should develop mechanisms that will ensure regular and consistent co-operation and communication among co-operative education personnel. This is essential if the educational community is to present a unified message to the business community.

The sharing of resources and of resource personnel between coterminous and adjacent school boards is strongly encouraged to ensure the effective delivery of co-operative education programs. Every school board should also regularly communicate with other youth organizations that place students and other young adults in order to increase community support and co-operation for the expansion of out-of-school learning programs.

Glossary

The following glossary of the terms used throughout this policy document is provided to ensure that the terminology is interpreted consistently by all readers of the document.

anecdotal report. A written description of a student's behaviour and performance, based on direct observation and including the training-station supervisor's comments. This report is completed at the conclusion of each monitoring session.

classroom activities. The activities intended to teach preplacement orientation skills and to help students integrate their in-school and out-of-school experiences. They may be scheduled during students' in-school or out-of-school time.

co-operative education. An experiential mode of learning that integrates academic study and classroom theory with learning experiences at the work site. It is a partnership among education, business, industry, and labour that usually involves a student, a teacher, an employer, and an employee supervisor.

co-operative education additional qualifications. A three-part, ministry-approved, additional-qualifications course in co-operative education that is offered through faculties of education.

core skills. The specific job-related skills that *all* co-operative education students must learn and develop prior to placement. They may be taught as part of the in-school component or through classroom-related activities delivered during some of the time allotted to the out-of-school component.

experiential learning. Learning acquired wholly or in part through practical experiences.

generic training plan. Master lists of all activities at training stations that are relevant to an in-school curriculum guideline. They are used by teachers to develop tasks and activities at a training station and to develop an individualized training plan.

home school. The school in which a co-operative education student is registered.

individualized training plan. A descriptive outline of the objectives, learning activities, and training planned for a particular co-operative education student at a specific training station. The plan must also outline the evaluation criteria to be used and indicate the credit value and code of the course.

in-school component. The designated course to which the out-of-school component is related.

integration. All of the techniques or tools used to help students relate their classroom instruction to their training-station experience, including the following: reflective discussions, debriefing, journals, work-observation reports, class seminars.

job observation. An experiential learning opportunity in which students observe workers for a short period of time, possibly for up to one week, instead of actively participating in the work environment. It is usually provided to students (most often in the Intermediate Division) who do not have the skills required for a hands-on co-operative education experience.

job shadowing. A program in which students observe or "shadow" someone in a work situation as part of their career exploration. It is most commonly used when students do not have the skills or maturity required for hands-on experience.

job twinning. An opportunity for a student (usually in the Intermediate Division) to be paired with a co-operative education student for a period of time, usually one day. The younger student accompanies his or her "twin" to the training station to become familiar with the work environment. Alternatively, a student may be twinned with a worker in the community, spending a day with that individual, who then may spend a specified amount of time in the student's school observing classes.

journals, logs, and observation reports. Tools used in the reflective-learning process and integration activities that enable students to describe and analyse experiences at the work site.

mentorship. An experiential learning program generally made available to students in conjunction with postsecondary institutions and professionals in the community. A university science professor, for example, might provide an opportunity for a science student to assist in a special project for a specified number of hours.

monitoring. Observation by a teacher or teachers knowledgeable in both the subject area and co-operative education of the student's behaviour at the training station in order to evaluate the student's performance. It is done in consultation with both the student and the training-station supervisor.

non-teaching personnel. Staff members who do not hold an Ontario Teacher's Certificate. Non-teaching personnel involved in co-operative education programs frequently act as paraprofessional resource people and recruitment officers.

out-of-school component. The time designated to the supervised experience at the training station.

performance-appraisal form. A student evaluation form provided by the school to the training-station supervisor.

preplacement orientation. A minimum of twenty hours of sessions during which students learn what will be expected of them in the preplacement interview and on the job.

reflective learning/discussion. One of the techniques used in the regular integration sessions to encourage students to analyse, compare, and contrast their out-of-school experiences. Students generally share their experiences in order to get a better understanding of their job environment and appropriate work-related behaviours.

related-subject teacher. The teacher of the in-school component of a co-operative education course.

training organization. The business, industry, or social-service organization that participates in a co-operative education

program by making one or more training stations available to students.

training station. The specific location within an organization at which the co-operative education student is trained.

training-station supervisor. The person at the training station who provides direction and supervision to the co-operative education student and assists in the evaluation of the student's achievement.

work-education agreement. A standard Ministry of Education form that must be signed before a student starts work at a training station. This is a compulsory Ministry of Education requirement that describes Workers' Compensation coverage and reporting procedures.

work-education contract. A formal document agreed to and signed by the training-station supervisor, a representative of the school, and the student's parent or guardian that outlines the responsibilities of each participant of the co-operative education venture. It may take the form of a contract designed by the local board and is signed prior to student placement.

work experience. A portion of a course in which relatively short-term experiences, usually of one or two weeks' duration but not exceeding four weeks, are arranged for students.

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